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ABSTRACT

Contained in the booklet is information gathered from a variety of sources on the education of gifted and talented students. Included are such items as a list of the purposes and goals of the Wisconsin Council for the Gifted and Talented, fact sheets and checklists, characteristics for the identification of gifted children, general suggestions for parents and guidelines for organizing parent groups, lists of national organizations, and bibliographies of suggested reading material on gifted and talented education. (IM)

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NEARLY...EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT THE GIFTED AND TALENTED

Wisconsin Council for the Gifted and Talented

1976

Compiled and edited by...

Jane Nolte

EC101166

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INTRODUCTION

This publication is a product of the Wisconsin Council for the Gifted and Talented, Inc. The information contained in the booklet has been gathered from a variety of sources. Where we have been able to credit authors, we have done so. For those pieces of information prepared by persons unknown, we, gratefully, say, "thank you."

The purpose of this booklet is to give the reader some very general background on the topic of education for the gifted and talented. Bibliographies have been included for further reading. We urge you to utilize these resources!

This booklet was compiled and edited by: Jane Nolte

Definition of Giftedness

The Commissioner of Education in his 1971 Report to the United States Congress entitled The Education of the Gifted and Talented defined gifted and talented children as:

> "those identified by professionally qualified persons who, by virtue of outstanding abilties, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.
>
> "Children capable of high performance include those with demonstrat achievement and/or potential ability in any of the following areas, singly or in combination:
>
> 1. general intellectual ability
> 2. specific academic aptitude
> 3. creative or productive thinking
> 4. leadership ability
> 5. visual and performing a ts
> 6. psychomotor ability

WISCONSIN COUNCIL FOR THE GIFTED AND TALENTED

Statement of Purposes and Goals

The Wisconsin Council for the Gifted and Talented is an organization of parents and educators dedicated to imporving the educational opportunities for gifted and talented children.

Although the objectives of the Council are primarily concerned with education of the gifted and talented, we believe that all children have the right to fulfill their potential, whatever that potential might be.

In order to fulfill our purpose and meet the social, emotional, and educational needs of each gifted and talented child, we support and promote the following:

1. Development and implementation of programs for educational enrichment for the gifted and talented and continued support of existing, successful programs.

2. Establishment and staffing of a position for a full-time consultant for the gifted at the state level.

3. State legislation mandating school districts to provide programs for gifted and talented children.

4. Development of a state-wide campaign to promote awareness and understanding of the needs and characteristics of gifted and talented children.

5. Development of a state-wide resource bank of materials and personnel from which all interested parties may draw information and expertise.

6. Development and refinement of techniques for the identification of gifted and talented children.

7. Development of teacher certification programs in the education of the gifted and talented.

8. Development and implementation of local teacher and pupil-services personnel inservice training in educational enrichment, social and emotional needs, identification techniques, and characteristics of the gifted and talented.

9. Community support and participation in the development and implementation of programs for the gifted and talented.

10. Recognition and support of student-initiated endeavors for self-education, self-awareness, and self-improvement.

NATIONAL FACT SHEET ON THE GIFTED AND TALENTED

The following facts and statistics are taken from a report entitled Education of the Gifted and Talented, (U. S. Government Printing Office) , 1971, available free through your congressional representative

1. Approximately 1.5 to 2.5 million children in the United States could be identified as gifted or talented under the U. S. Office of education definition of giftedness.

2. Only 4% of these children are currently being served by special programs.

3. Ten states in the U. S. provide funding for special programs.

4. NO state provides for all of its gifted. In those states with programs, at best only 50% of the gifted in the state are being served.

5. Only twelve universities in the country have graduate training programs to prepare teachers of the gifted and talented.

6. Of all schools surveyed for the report in 1969-70, 57.5% of their administrators reported that they had no gifted or talented children within their district.

7. The overwhelming majority of gifted programs are at the high school level --too little, too late.

8. Research has established school psychologists (those most often assigned the task of identifying gifted students) as being relatively more hostile toward them than any other school personnel.

9. Group I. Q. tests fail to identify 50% of gifted children.

10. Teacher identification fails over 50% of the time.

11. Of twenty-one states currently having state legislation providing special resources and incentives to local school districts for programming, only ten have state level consultants with even half-time responsibility for the gifted.

12. Available funding from federal sources for programs for the gifted is being used in less in 15% of states.

13. Approximately 3.4 percent of dropouts in a statewide survey were found to have an I. Q. of 120 or higher. Twice as many gifted girls as boys were dropouts. The total loss in all six talent areas represents a 17.6% loss through dropouts among the talented.

14. Typically, half of the gifted have taught themselves to read before school entry.

15. The majority of the gifted child's school adjustment problems occur between kindergarten and fourth grade. Approximately 50% of gifted children become "mental dropouts" at around ten years of age.

BASIC THOUGHTS ON GIFTED EDUCATION

1. All students have talent potential.
2. Some talented students have special needs.
3. These needs are diverse and unique.
4. These must be handled through a diverse program.
5. There should be diverse resources for these diverse programs.
6. Teachers are the key to gifted education in schools because they are the "service givers."
7. Students must be involved in the development of their personal program.
8. Identification (I.D.) must be on-going and searching rather than screening.
9. The primary position of gifted education is to amplify the strengths of a student.
10. A personalized education is the foundation for gifted education.
11. Gifted education should provide open opportunities for teachers and students which will require some risk taking.
12. Gifted education should not be extra, but rather on-going.
13. Gifted education demands more commitment to the individual child than to curriculum.
14. Development of one's talent is a matter of personal choice.
15. A talented student does not have to be talented in all things.
16. There are varying degrees of talent.
17. Gifted education does not take large amount of dollars or laws.
18. Gifted education does take commitment and time.
19. People are so complex that labeling is unproductive.
20. Being gifted is not enough, it must be accompanied by the ability to give of his talents.

Compiled by: Don Battenberg

COMMON QUESTIONS REGARDING THE GIFTED AND TALENTED

Prepared by: State Superintendent's Advisory Committee for the Education of the Gifted and Talented

I. Who are the gifted and talented?

The Commissioner of Education in his 1971 Report to the United States Congress defines these children as:

> "those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.
>
> "Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:
>
> 1. general intellectual ability
> 2. specific academic aptitude
> 3. creative or productive thinking
> 4. leadership ability
> 5. visual and performing arts
> 6. psychomotor ability"

This is a far cry from some of the myths which have been associated with giftedness. The following table summarizes some of the fallacies and facts related to the population defined above.

Myth	Fact
1. Gifted children are weak and unhealthy.	1. Gifted children actually tend to be stronger, have fewer illnesses, and equal or exceed other children in height and weight. Many are outstanding athletes.
2. The gifted child is an oddball.	2. Teachers often fail to identify gifted children because they seem so normal. Studies show gifted people are highly stable. Only a small number of them ever spend time in mental institutions.

Myth	Fact
3. The gifted child is a bookworm, wears glasses, and does not participate in normal children's activities.	3. Most gifted children are good readers but they engage in many types of activities and have many interests. Some may actually need remedial help in reading.
4. Gifted children are enthusiastic about school and academic work.	4. Many gifted children are enthusiastic about school, others are bored and are found among dropouts.
5. Gifted children usually are from upper, middle class, professional families.	5. Gifted children occur in about the same numbers in all socio-economic groups.
6. Most gifted children are failures in their adult life--the "ripen early and rot early" theory.	6. Research indicates that outstanding success is achieved by most gifted individuals if they have been identified and their giftedness has been nurtured.
7. All gifted children are social misfits.	7. Gifted children enjoy social situations, talk readily, and know a great deal about many topics. They are often good mixers and assume more than their share of social leadership in school and out.
8. The play interests and activities of gifted children are different from those of normal children.	8. Although gifted children may prefer more complicated and challenging games, their play interests are usually the same as those of normal age mates.

Myth	Fact
9. Gifted children are likely to be egotistical and snobbish.	9. Most gifted children possess desirable personality characteristics.
10. Gifted children with the same IQ's have the same kind of abilities and interests.	10. Pupils with the same abilities differ widely as each pupil's pattern of abilities and talents is unique. Therefore, differences make it difficult, if not impossible, to put the gifted in homogeneous groups.
11. Gifted children often fail to adjust socially in college as they have been accelerated in elementary and secondary schools.	11. Unless acceleration is excessive most gifted children make very good social adjustments in college.

II. How many gifted and talented youth would be included within the definition? There is not sufficient experience using the current broad definition to establish definitive statistics. Most experts suggest that 2-3% of the school population might be included. Using 1970 census data the Report to Congress by the U. S. Commissioner of Education estimates the following numbers would prevail:

% of Pupils	National Prevalence	Wisconsin Prevalence
1	516,000	
2	1,032,000	
3	1,548,000	36,000
10	5,160,000	
15	7,740,000	180,000

The precise numbers of children served in any particular school district will depend upon the criterion measures applied for identification; the socio-economic level of the community; and the willingness to fund unique educational opportunities.

Even using very restrictive criteria, a significant number of students who are not now receiving significant services commensurate with their abilities can be identified.

III. Why should gifted and talented young people receive a unique education? People of the United States are presently aware and concerned about their natural resources pool and its careful development. Within the concern must lie a related awareness of the human potential for leadership and creative concern which characterizes our gifted and talented youth. Failure to challenge and develop these young people deprives both the individual student and his country of the crucial human input for coherent and effective planning which undergirds our entire development. As is true in resource development poor technology at the beginning of the process deprives us of maximum availability and use of that resource. We can ill afford to leave valuable coal, oil OR talent unmined.

Secondly, the educational system is philosophically wedded to development of the individual. To the extent that full development is hindered by standard procedures that goal will not be reached.

Recent research suggests that gifted and talented youth are qualitatively different -- they often learn by intuitive leaps and unique perceptions. These differences must be served by using appropriately modified and different procedures.

Lastly, our nation's frontier was developed, in part, simply because it was there. Gifted and talented students do exist, and that alone is reason enough to provide unique educational experiences for them.

IV. How should education for the gifted and talented be organized?

There is no single pattern for organizing education for the gifted and talented. The unique requirements of the gifted demand unique patterning. The major aim in the education of the gifted and talented is to foster self-directed learning. Organizational patterns which support programs that are qualitatively different and which facilitate self-directed learning are appropriate for gifted and talented students. It is important that teachers be aware that learning styles of teachers must be matched with learning styles of students. Programs which encourage a high degree of individualization offer promise in meeting the unique needs of the gifted and talented.

Organizational techniques that have been successful in providing for gifted and talented include:

- acceleration
  - early entrance
  - continuous progress
  - dual enrollment
- enrichment
- special classes
  - full time
  - part time

Any or all of these may be facilitated through team teaching, multiple talent teaching, mentor programs, etc.

V. Is such unique educational development undemocratic or elitist?

One might well answer YES to this question. Yes, to the same extent that educational adaptations to retardation, learning disabilities, impaired vision, hearing loss, or emotional problems are undemocratic or elitist. Yes, to the same extent that special programming and funding for music, art, drama, forensics, and athletics are elitist and undemocratic.

Apparently, it is easy to confuse the national goals and the means by which to achieve these. The maximum development of all individuals for the purpose of providing an educated public to energize democratic procedures is admirable. We err when the term equal opportunity for all is construed to mean identical experiences.

Contrary to prevailing opinion unique educational opportunity for all individuals is a requirement of our system if individual development remains as a cornerstone of our national philosophy.

The road to wisdom?
It is plain, and easy to express.
Err— and err
And err again.
But less,
And less,
And less.

VI. How can such gifted and talented be identified and selected?

The more nominators used the more likely gifted children are to be identified. The selection process must be related to the definition. Commonly used "identifiers" include:

teacher observation
individual intelligence tests
group intelligence tests
achievement test batteries
academic grades
"creativity" tests
peer nomination
parent nomination
self nomination
performance and production

Each school district will need to develop a plan of action consistent with the resources, both human and monetary, available to support services for the gifted and talented.

VII. Do gifted students need to complete the regular curriculum before receiving unique programming?

Because of their unique approaches to learning it is not usually necessary for them to take the same route appropriate for other students. Many of these children are capable of "intuitive leaps" which may eliminate the need for the usual sequenced learning. Opportunities for demonstrating competence through testing out of required courses should be made available. "Experiential objectives should include activities which free the student to surpass our expectations at least some of the time without necessarily meeting our expectations along the way." (Marshall Sanborn's response to teacher education questionnaire.)

VIII. Will unique educational procedures for the gifted and talented create a maladjusted, snobbish sub-culture?

Again we must rely on the limited evidence available from those few programs which have existed. The results of major programs designed to serve gifted and talented youth do not provide evidence of maladjusted or disenchanted adults. On the contrary, we find adults who have made early and multiple contributions to human knowledge; adults who act and test as healthy, normal individuals; adults who shift careers comfortably and capably; and adults who produce able, competent and normal offspring. These are impressive data and must not be ignored in making future decisions.

In a free society each person is permitted to seek the competitive level where he is comfortable and feels competent. Given adequate training the more able certainly are going to compete with other able persons. This heightening of competition to bring about the best possible product or service is the very essence of the free enterprise system.

John Gardner told us that we cannot expect to be excellent and equal too. We must learn to respect those programs which generate excellence because they arise out of equality of opportunity.

IX. Haven't we always given special attention to the needs of the gifted and talented learner?

Awareness must precede special attention and, in the survey conducted by U.S.O.E. in 1971, 57% of the administrators responding stated that there were no gifted children in their schools.

The report in 1970 by 27 model districts in five states (California, Connecticut Georgia, Illinois, North Carolina) with superior programs for children with exceptional needs indicated that comparatively few programs were geared to the needs of the gifted and talented. A summary of the report follows:

Program Category	Number of Programs
Intellectually Gifted	5
Educable Mentally Retarded	22
Trainable Mentally Retarded	22
Auditorily Handicapped	18
Visually Handicapped	17
Physically Handicapped	15
Homebound/Hospital	21
Speech Handicapped	21
Special Learning Disorders	20
Emotionally Disturbed	14
Multiple Handicapped	4

A report on per pupil expenditures for gifted and talented in the same states yields the following information:

Category of Exceptionality	
Intellectually Gifted	$ 92
Educable Mentally Retarded	570
Trainable Mentally Retarded	721
Auditorily Handicapped	1303
Visually Handicapped	1290
Physically Handicapped	1729
Homebound/Hospital	275
Speech Handicapped	118
Special Learning Disorders	760
Emotionally Disturbed	1199
Multiple Handicapped	1133

lip service has often been given to programs for gifted and talented, but, in practice, their needs have been very inadequately met.

Fewer than 4% of this country's two million gifted and talented children receive special programs commensurate with their needs. In only ten states is there a full time person responsible for gifted and talented education. Seventy-five percent of gifted children being served are concentrated in these states. Relatively few states provide a delivery system for services to the gifted and talented.

X. What priority should be placed on education of the gifted and talented by the local educational administration? the state agency? the federal establishment? Great reverence for local control of education exists within our country. Such reverence must not blind us to the fact that state and federal prodding and pushing, through economic and legislative intervention, has often expanded local effort. Constitutionally Wisconsin is responsible for the education of our youth. Much of this responsibility for the educational program is lodged with locally elected boards of education. One of the charges such elected boards of education has is to assure us that the needs of all young people are met with appropriate education. As elected officials they must be kept informed by their electorate of all concerns. Parents, teachers, and administrators have the solemn obligation to make them aware of unique educational needs.

The state of Wisconsin, through the legislative process, continues to identify the minimal provisions which bind all school districts. Financial equity in making these services available is part and parcel of the law. The absence of any recognition of gifted and talented youth in our educational statutes

is one of our few educational shortcomings. Concerned persons and groups should work to rectify this situation.

Our federal role has historically been one of limited fiscal participation aimed at prompting improvement. Currently this same process is beginning to have an impact on education of the gifted and talented. Sustained support for this role must also be generated.

PROJECT BRIGHT
104 N. First Street
Watertown, Wisconsin 53094

Title III ESEA

WHAT'S A GIFTED PROGRAM?

Definition

Gifted children are defined as children who excel markedly in ability to think, reason, judge, invent or create and who need special facilities and/or educational services in order to assist them to achieve more nearly their potentials for themselves, and for the increased contributions they may make to the community, state, and nation.

Gifted Program Goals

1. To provide an educational program which will enable each gifted child to develop his thinking and feeling potential to the fullest.

2. To encourage the becoming individual while developing responsibility for self and society.

3. To provide community programs which will develop awareness of the abilities and needs of gifted children.

4. To develop ongoing components for staff development of current and aspiring teachers of gifted children.

5. To develop a framework for identification of gifted children.

Program I

Gifted pupils have varied interests and abilities. Consequently, in planning educational programs for the gifted, individualization should be stressed. Subject matter and skills, the type of learning materials, including the strategies utilized in teaching the gifted need to be selected with a specific gifted population in mind. Within given schools, the program for gifted pupils will be more effective if based on clearly stated behavioral objectives (as they apply specifically to the gifted) and a thorough study of the identified gifted students. Curriculum and program may then be planned from the results of the individual child study.

What forms do gifted programs take?

The local program may take a variety of forms, depending on the following:

(1) number of gifted children identified;

(2) the available or obtainable resources in the community, both human and physical;

(3) the local educational point of view.

Administrative arrangements such as grouping, special interest classes or grade-skipping, are devices only. They do not, in themselves, constitute a program. However, they may be utilized to facilitate individualized instruction for gifted pupils

GROUPING can be defined as pupil classification according to one or more criteria for instructional purposes. Both criteria and purposes for grouping need to be clearly formulated and carefully applied for the procedure to be educationally sound.

ACCELERATION is a process of advancing through the usual pattern of grades or subject matter at a rate that exceeds normal. For gifted pupils, this may take several directions. One caution to be observed is the need to avoid gaps in skills and conceptual development. To avoid gaps, careful assessment of these skills should be an integral part of the program of individualization.

ENRICHMENT refers to the attainment of wider and deeper meanings concerning a topic of study. For the gifted, the range of enrichment possibilities is infinite and should be the goal toward which individualized programming may be directed. An enriched curriculum or enriched learning experience for gifted involves an emphasis on generation of knowledge, including analysis of relationships between facts and concepts.

Program II

What are specific alternatives or differential program possibilities?

I. SPECIAL GROUPING POSSIBILITIES

A. Special Classes. Full-time classrooms, composed of highly gifted youngsters, whose needs cannot be met in the regular classroom, and other gifted youngsters. These classes may be grouped in one facility or in feeding schools, or where numbers are sufficient in individual schools. Cross grading of 4, 5, 6; 4-5, 5-6; 1, 2, 3; or 3-4, 1-2; or other combinations may be utilized.

B. Cluster Grouping. Groups of eight to fifteen gifted youngsters may be placed in a class setting. Special activities are planned for the gifted for in-depth study.

C. Homogenous Grouping. A school system may structure one or more of its schools in terms of ability grouping. The average child receiving a balanced educational offering, the slower child receiving remedial and specialized instruction, and the gifted receiving exposure to strategies and materials that will be challenging to them.

II. ENRICHMENT IN THE CLASSROOM

A. Independent Study. Individualized projects or studies may be planned in the various subject matter areas which provide opportunities for the gifted student to engage in advanced study and the methodology of research. These studies may offer the student additional information or activities in a given area and would be both horizontal and vertical enrichment.

B. Supplemental Learning Kits. Individualized materials such as the Math Lab, SRA Kits or other commercial instructional items may be made available to allow the student to pursue individual study.

C. Accelerated Subject Matter Units. These units may be provided for the gifted student in the classroom and lend themselves quite well to the higher processes of thought such as analysis, synthesis, and evaluation. Units in subject matter areas may be as widely different as statistics units in mathematics to characterization units in language arts. These units should also reflect the use of advanced methodologies.

D. Team Teaching for Specialized Subject Matter Study. Teachers with specific talents or knowledges may arrange their daily schedules to exchange groups of students for instructional purposes. That is, students with interests or talents in specific subject matter may meet with one teacher, while other students with interests or talen in different areas meet with other instructors. In this way, teacher talent is utilized. These co-operative arrangements may cut across grade levels as well as schools whenever necessary to meet the needs of the students.

E. Small Group Instruction. Seminars of gifted students may be arranged to meet daily or weekly to discuss specific topics or reading materials. These seminars can be handled by volunteer resource people, teachers or a consultant. In some cases, secondary students may be utilized as enrichment leaders.

F. Lecture/Demonstrations. Resource people from the community, teachers with expertise in specific areas or consultants may provide large group experiences. These may involve the acquisition of skills such as art techniques, or experiences geared to the discussion of ideas such as simulated United Nations meetings or knowledge building, such as special guest speakers.

G. Instructional T.V. Programs may be developed which deal especially with the educational content and learning processes which appeal to gifted youngsters.

III. ACCELERATION AND ADVANCED PLACEMENT

A. Advanced Classes. Advanced subject matter offerings including differential strategies may be offered at both the elementary, middle and secondary areas.

B. Early Entrance. Bright children may be placed in kindergarten before the age of four. Individual sections for bright students may include one half of kindergarten and one half of first grade to be followed by second grade. These children, in many cases, are reading and writing or evidencing advanced aptitude for both.

C. College Classes. Advanced placement exams may be taken by graduating seniors who may achieve sophomore standing. High school juniors and seniors may also enroll on college campuses for advanced courses which are not available in their high schools.

IV. PLACEMENT IN SPECIAL SETTINGS

A. Performing Arts Programs. Community and school resources can be combined to bring nationally known artists to a community to provide programs in the performing arts which are of exceptional quality.

B. Special Lecturers. Community resource individuals can be encouraged to give lectures which are community service and co-operatively attended by citizens and students. These individuals may be local artists, scientists, educators, etc.

C. Individual or Small Group Counseling. Opportunities for counseling may be arranged for gifted students involving personal, educational or vocational guidance. Individuals trained in group dynamics and techniques can encourage gifted students to discuss and analyze areas of concern such as sibling rivalry, dating, problems with parents, etc.

D. Tutorials. Qualified parents, students, community volunteers and teachers may volunteer to meet on a regular basis with a student who has particular interest or need that cannot be met in the regular confines of the classroom, i.e., a computer technologist working with a junior high student interested in computer programming or a budding 4th grade poet working with a professional poet.

E. Field Trips. Supplementary field trips to areas of interest in and near the community can be an educational extension of subject matter experiences in the classroom, e.g., museums, restored period homes, art exhibits, fossil quarries, industries or technological exhibits.

F. Travel. Summer travel and weekend travel with guides may be arranged as experiences planned to extend studies in social science areas in particular. A good example would be the opportunities to travel with the Explorer's Club to actual digs with anthropologists and archaeologists.

G. Summer School Enrichment Classes. Opportunities for self-contained classes to provide in-depth study of student selected major topics as well as the flexibility to explore new areas of interest. Interaction with master teachers and peers, volunteer experts in particular fields of interest to the student and unique exposure to the arts in various forms are especially emphasized.

V. RECOGNITION OF TALENTS

A. Creative English Journal. Articles, poems, stories by talented students published in attractive form.

B. Displays. Community displays of art work.

C. National Honor Society. Recognition of academically talented.

D. School Display of Art. Frame and preserve for display in school of creative efforts of students.

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Title III ESEA

QUESTION VERBS

Often we would like to ask questions in class discussion or on tests that include the whole range of mental processes. I have always had difficulty designing those questions that call on students to use higher mental processes--application, analysis, synthesis, evaluation. So, I found this chart of verbs that can be used in asking questions at the various mental process levels helpful. So helpful, I thought you would like a copy.

To use, find the mental process level you want to stimulate in your students and use appropriate verb listed for your question. The listing is based on Bloom's Taxonomy and was initially developed by Gifted Resource Center, Redwood City, California.

1. Knowledge
(The student recalls or recognizes specific information.)

define	memorize
repeat	record
list	recall
name	relate
label	fill in

2. Comprehension
(The student changes information into a different symbolic form or language understands material without relating it to other material.)

restate	recognize
describe	express
explain	locate
identify	review
report	match
tell	paraphrase
discuss	

3. Application
(The student solves a problem by using the knowledge and appropriate generalizations.)

translate	demonstrate
apply	dramatize
employ	illustrate
use	operate
practice	schedule
shop	construct
interpret	

4. Analysis
(The student separates information into component parts.)

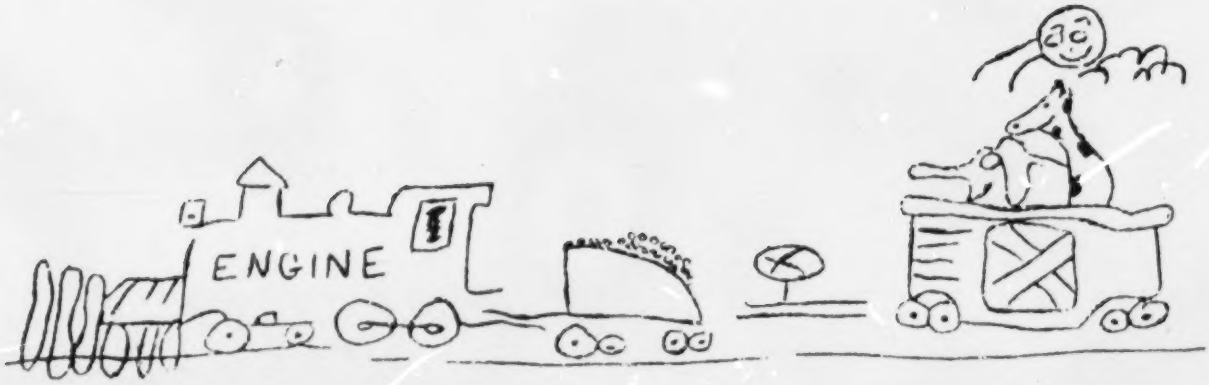
distinguish	analyze
differentiate	appraise
calculate	experiment
test	compare
contract	diagram
criticize	inspect
debate	inventory
question	relate
solve	examine

5. Synthesis
(The student solves a problem by putting information together that requires original, creative thinking.)

compose	design
propose	arrange
formulate	collect
assemble	create
construct	organize
set up	prepare
manage	invent
plan	produce

6. Evaluation
(The student makes qualitative and quantitative judgments according to set standards.)

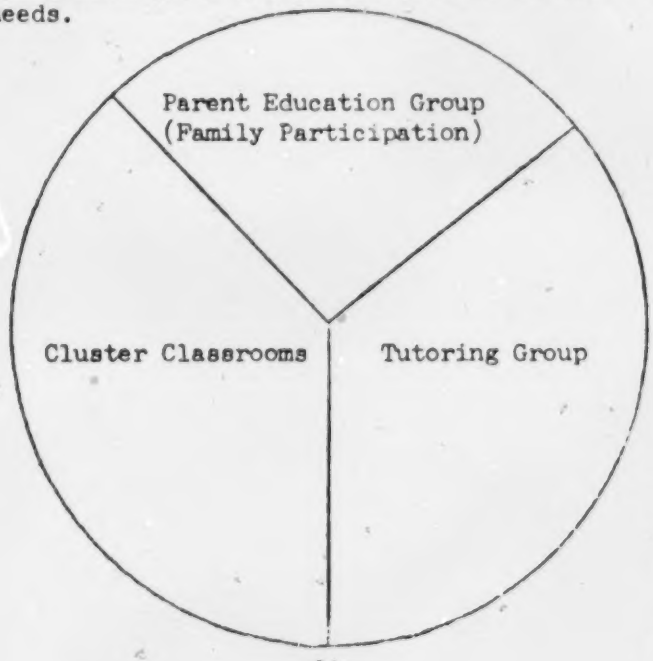
judge	rate
evaluate	value
compare	select
score	assess
choose	measure
estimate	decide
predict	determine
appraise	



Why a Gifted Program?

Needs of Gifted Children . . .	Met By . . .
1. Peers	1. Interaction with other gifted children (of their own age group).
2. Intellectual stimulation	2. Appropriate educational activities such as problem solving, inquiry technique, learning centers.
3. Adult and community acceptance, understanding, support	3. Trained teachers, parents, others who know the characteristics and needs of gifted children.
4. Broad knowledge base	4. Exposure to many kinds of learning situations, learning how to use resources, etc.
5. Contacts with average children	5. "Regular" or cluster classrooms.

The Title III Program starts with kindergarten (begin at the beginning) and extends upward, working with three groups of children in three different ways to provide for their needs.



Tutoring Group Provides

1. Peer interaction in that it brings several (at least 2) gifted children from one or more classrooms within a school together for at least 40 minutes a week (children often form classroom, recess, after-school friendships with these intellectual peers).

2. Intellectual stimulation through trained personnel and appropriate activities.

3. Adult acceptance basically through the trained tutor. May also be achieved by her interaction with regular classroom teachers, volunteers, older children, or Title III staff or directors.

4. Broadening of knowledge base to some extent through tutoring activities—expanded through suggestions to children of home follow-up.

5. Regular classroom population.

Parent Education Group Provides

1. Peer interaction through new family friendships (parents and children get acquainted), pairing of families for home visits, transportation, etc. Field trips, classes, etc., where children meet and work together (at least one opportunity each week is offered).

2. Intellectual stimulation through a) Parent education in use of questioning, listening, etc. b) Materials exchange (including making, understanding, and evaluating by parents and parent-teacher) providing activities for children and parents to work (play) together with materials which have built-in thinking skills. c) Outside activities with the teacher and other resource persons.

3. Direct the education of parents in areas such as characteristics of gifted children; special needs; their place in the school system, etc. Use of community resource persons.

4. Broadened knowledge base through activities suggested to parents, group-organized trips, and resource persons.

5. Regular classroom situation.

Cluster Classroom Provides

1. Other gifted children within their daily classroom situation.

2. Intellectual stimulation through specially trained teachers--trained in use of inquiry technique, learning centers.

3. Teachers educated in characteristics, etc., who pass this understanding onto principals, parents, resource people.

4. Broadened knowledge base; exposure to learning situations.

5. Classrooms in regular district schools with heterogenious home school populations.

Checklist for Schools--Rate Your Schools

DOES YOUR SCHOOL PROVIDE FOR THE GIFTED????????

1. Does your school test your child for:
   a. school readiness
   b. yearly achievement
   c. academic ability
   d. occupational preference

2. Does your school provide scores and tests results for you?

3. Does your school identify gifted children in kindergarten or pre-kindergarten?

4. Following identification, is a special program provided?

5. Does your school provide a specialized staff to teach and evaluate the program?

6. Does your school state clear goals for gifted education on the elementary and secondary levels?

7. Is experience given on the elementary level in such things as leadership, problem-solving, brainstorming, critical evaluation, social responsibility, curiosity-based research, investigation in a variety of areas, and exploration of a variety of ideals, models, and values?

8. Does your school provide such off-campus activities as field trips or community-based projects?

9. Does the school provide summer, week-end, or after-school activities for the gifted?

10. Are parents involved in activities with the children?

11. Does your school recognize that a gifted child can have the same emotional, social, and physical problems found in any child?

12. Does your school offer guidance at an early age for gifted children? for parents of gifted children?

13. Does the school or community sponsor a "parents of gifted children" group that meets regularly?

14. Does your school provide parents of gifted children with educational materials and current research reports on giftedness?

15. Does your school provide you with a description of the gifted program?

Gifted Children shall be defined as those children who consistently excel or show the potential to consistently excel above the average in one or more of the following areas of human endeavor to the extent that they need and can profit from specially planned educational services:

1. General Intellectual Ability The child possessing general intellectual ability is consistently superior to that of other children in the school to the extent that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

2. Specific Academic Aptitude The child possessing a specific academic aptitude is that child who has an aptitude in a specific subject area that is consistently superior to the aptitudes of other children in the school to the extent that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

3. Creative Thinking The creative thinking child is that child who consistently engages in divergent thinking that results in unconventional responses to conventional tasks to the extent that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

4. Leadership Ability The child possessing leadership ability is that child who not only assumes leadership roles, but also is accepted by others as a leader to the extent that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

5. Visual and Performing Arts Ability The child possessing visual and performing arts ability is that child who, by his consistently outstanding aesthetic production in graphic arts, sculpture, music or dance, needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

6. Psychomotor Ability The child possessing psychomotor ability is that child who consistently displays mechanical skills or athletic ability so superior to that of other children in the school that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

Some Characteristics of Gifted and Talented Children *

1. Displays a great curiosity about objects, situations, or events. Is interested in a wide range of things.

2. Wants to know "how" and "why."

3. Reveals originality in oral and written expression. Consistently gives unusual, clever, unique responses or ideas away from the cliches or stereotypes.

4. Has the ability to generate many alternatives.

5. Learns rapidly, easily, efficiently.

6. Walked and/or talked earlier than most children.

7. Has a large vocabulary for his age.

8. Shows an early interest in reading and words.

9. Displays a willingness for complexity. Thrives on problem situations; selects a more difficult response, solution, or problem over the easier.

10. Has the ability to see relationships among unrelated facts, information or concepts.

11. Uses common sense.

12. Retains and uses information which has been heard or read.

13. Asks many questions of a provocative nautre; inquisitive about knowing why instead of what; has the capacity to inquire.

14. Has a good memory.

15. Has an unusual capacity for planning and organizing.

16. Has a good sense of humor.

17. Is sensitive to the feelings of others.

18. Makes collections of things that are advanced or unusual for his age.

19. Shows a comparatively early interest in God, religion, and questions of right and wrong.

20. Shows an intense interest in artistic activity.

21. Shows an awareness of things that are new or novel.

* Not all gifted children show these characteristics. These are general descriptions only of characteristics <u>often</u> found in the gifted. This is not a "pass/fail" test for giftedness.

Suggestions for Parents of Able Children

J. C. Gowan
San Fernando Valley State College
Northridge, California

1. They are still children. They need love but controls; attention but discipline; parental involvement, yet training in self-dependence and responsibility.
2. Consonance of parental value systems is important for their optimum development. This means that there should not be wide disagreements over values between parents.
3. Parental involvement in early task demands, such as training them to perform tasks themselves, to count, tell time, use correct vocabulary and pronunciation, locate themselves, and get around their neighborhood, do errands and be responsible are all important.
4. Emphasis on early verbal expression, reading, discussing ideas in the presence of children, poetry and music are all valuable. Parents should read to children. There should be an emphasis by parents on doing well in school.
5. The lack of disruption of family life through divorce or separation, and the maintenance of a happy, healthy home is an important aspect in raising able children, as well as other children.
6. Since able children often have vague awareness of adult problems such as sex, death, sickness, finances, war, etc. which their lack of experience makes them unable to solve, they may need reassurance in these areas.
7. Parents can see to it that the gifted child age six or above has a playmate who is as able, even if he has to be "imported" from some distance.
8. The role of good books, magazines and other aids to home learning, such as encyclopedias, charts, collections, etc. is important.
9. Parents should take the initiative in taking able children to museums, art galleries, educational institutions and other historical places where collections of various sorts may enhance background learning.
10. Parents should be especially careful not to "shut up" the gifted child who asks questions. In particular, he should not be scolded for asking, nor should it be inferred that this is an improper or forbidden subject. The parent may, however, insist that questions not be asked at inappropriate times, and he may require the child to sharpen or rephrase his question so as to clarify it. Sometimes questions should not be answered completely, but the reply should itself be a question which sends the child into some larger direction. When the parent cannot answer the question, he should direct the child to a resource which can. Sometimes questions call for clarification of concepts, as with the young child who asked, "Why aren't all those rockets liable to shoot down God?"
11. There's a difference between pushing and intellectual stimulation. Parents should avoid "pushing" a child into reading, "exhibiting" him before others or courting undue publicity about him. On the other hand, parents should seek in every way to stimulate and widen the child's mind, through suitable experiences in books, recreation, travel and the arts.
12. The gifted child usually has a wide and versatile range of interests, but he may be somewhat less able to concentrate on one area for a long time. Parents should encourage children who have hobbies to follow through on them, to plan and strive for creditable performance and for real mastery, rather than "going through" a lot of hobbies or collections in a short time.

The writer is indebted to Helen Leifew, Psychologist in the San Diego School System for some ideas in this paper.

13. Parents should avoid direct, indirect or unspoken attitudes that fantasy, originality, unusual questions, imaginary playmates, or out-of ordinary mental processes on the part of the child are bad, "different" or to be discouraged. Instead of laughing at the child, laugh with him and seek to develop his sense of humor.
14. Parents should avoid overstructuring childrens lives so that they don't have any free time. Sometimes parents are concerned that gifted children spend some time in watching TV or reading comic books. While they should not spend all their time in doing so, they cannot be expected to perform at top capacity at all times.
15. Respect the child, and his knowledge, which at times may be better than your own and impatient of authority. Assume he means to do right, and the deviations are not intentional. Do not presume on your authority as a parent except in crises. Allow much liberty on unimportant issues. Try to give him general instructions to carry out in his way rather than specific commands to carry out in yours.
16. Gifted children are sometimes impatient of conventions. Have a frank talk with your child about the importance on conventions, such as driving on the right hand side, where he can see the social advantages, and then point out that other conventions of politeness, manners, courtesy and regard for others have similar bases in experience.
17. Whenever possible talk things out with him where there has been a disciplinary lapse. He is much more amenable to rational argument than are many children and usually has a well developed sense of duty.
18. Give him the stimulation of private lessons in some skill in which he excels. See that he has social membership in worthy groups. Foster special experiences outside the home by his traveling alone, or visiting friends overnight. Try to facilitate his chance to talk alone with an adult authority in some line that interests him.
19. Try to improve his sense of taste in mass media, TV, radio, cinema, newspapers, comics, reading, art, etc. Discuss the basis for taste and give him some experience with new forms of expression in the arts.
20. Take time to be with him, to listen to what he has to say, to discuss ideas with him.
21. Be a good example yourself, and try to find worthy adult model figures of both sexes outside his family for him to know.
22. Support the school efforts to plan for able children. Help to interest the PTA in the problem. Support study groups on gifted children. Form with other parents into cooperative endeavors.
23. Investigate scholarship programs of your community for other gifted children and help provide them.
24. Work to provide better community understanding of, and appreciation of, the role of the able child in society and the importance of community planning.
25. Support community action for able children, including bonds and school taxes for extra educational advantages. Advocate more guidance and special education for the gifted.

SUGGESTIONS FOR ORGANIZING A PARENT ASSOCIATION

1. Write to established organizations for copies of materials and suggestions (see page 94 for parent associations to contact).

2. Form a committee composed of several concerned, articulate parents, influential school personnel, prominent community members, students.

   Select a temporary chairman.

   Discuss problems, need for organization, benefits to be derived, possible activities.

   Plan an initial organizing meeting. Choose a topic and speaker of certain appeal to parents of the gifted.

3. Contact key school administrators about the proposed meeting. Enlist their support and involvement, and ask them to facilitate publicity to parents of the gifted via notices to be mailed to known parents of gifted children by the school. Or make contacts independently through a telephone committee.

4. Use part of the first meeting to get sign-up list of parents interested in forming an organization; ask those present to list others who should be contacted.

5. Check mailing list initially with school system consultant for the gifted, if there is one, or with an administrator. Add names.

6. At the first meeting, survey parents regarding their special needs and suggestions for activities. Through the organizing committee, appoint a nominating committee, and establish an initial list of needed committees: Constitution, Finance, Community Resources, Liaison with School Board and School Personnel, Legislative, Special Interest Groups for Children and Program are a representative list. You may wish to start with some of these, and add others later.

7. Meeting 2 can be a combined business and informational meeting: nominations, announcement of committees, communicating results of survey, and speaker and topic of vital interest to the parents. After elections, conducted either at the meeting or by mail, the organization is on its way.

PARENT ASSOCIATIONS FOR THE GIFTED

For parents who wish to develop associations, contact with established groups can be useful. A comprehensive list would be lengthy; those listed are among the largest and oldest:

California Parents for the Gifted (a federation of all groups)
Beverly King, Executive Director
4821 Don Juan
Woodland Hills, California 91364

Gifted Children's Association of San Fernando Valley, Inc.
5521 Reseda Boulevard, Tarzana, California 91356

Lyceum of the Monterey Peninsula
24945 Valley Way
Carmel, California 93921

San Diego Association for Gifted Children
P. O. Box 9179
San Diego, California 92109

Florida Association for the Gifted
Dorothy Sisk
University of South Florida
Tampa, Florida 33620

Gifted Child Society of New Jersey
Gina Ginsberg, Executive Director
56 Glen Gray Road
Oakland, New Jersey 07436

Texas Association for the Education of the Gifted
F. Beatrice Hall, Executive Director
P. O. Box 547
Austin, Texas 78767

Minnesota Council for the Gifted
Barbara Ross
4567 Gaywood Drive
Minntonka, Minnesota 55331.

Additional resource groups in other States and in the other agencies to contact have been compiled by the ERIC Clearinghouse on Handicapped and Gifted Children in a bulletin entitled Gifted and Talented Children and Youth, A Selected Guide to Resources for Information, Materials and Assistance (10).

The detailed statement which follows is based on the experiences of parents in developing a large and very effective parent federation. It contains many valuable suggestions.

SO YOU WANT TO START AN ASSOCIATION*

PHASE I

It is important to remember that each community differs in its needs and each group of parents must evaluate these needs and determine its own goals and objectives and its own method for fulfilling these determined goals. Some associations work closely and cooperatively with their schools in curriculum development and/or in providing in-school, extra-curricular, Saturday, or summer programs. Others find it necessary to be essentially independent and provide opportunities for the children on their own while actively working for programs in their schools. School districts should provide a fulltime program within the school day for the gifted that is commensurate with their abilities; work to get it there.

First of all - don't rush headlong into an undertaking of this sort. Don't try to do everything at once. Work on the most important areas first. Impatience is a big problem when a new group begins to form. If you are to be successful, you must take time to explore ideas and develop unity, understanding, and common goals. Take your time and lay a firm foundation for your new association. Start with a reasonably sized steering committee with an interim chairman and committees. Take time to become acquainted with one another. This can prevent devastating conflicts from arising later. Develop the framework for an association before inviting the general public to participate. Too many voices can make organization difficult. This framework should include a suggested name for your association, suggested bylaws, and suggested goals, objectives, and priorities.

Contact the other associations and ask to be put on their newsletter mailing list. Study their newsletters; you will pick up a lot of good ideas. You might offer to donate a small amount of money to cover printing and mailing costs.

You may want to start with a Parent Education Series or Parent Workshop. Speakers and resource persons should be available through Adult Education, your school district, or from your local college. This is a good way to expose your community to the needs and characteristics of gifted children, to what your schools are providing, and to find the first members of your association. Add other areas gradually as you have the time, people, and cooperation to develop and carry them out.

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*This document was prepared by Mrs. Carnet Posa for the California Parents for the Gifted. (See page 94 for address of this federation.) Brief sections of the total document are deleted.

Cooperate with your schools. Don't operate as an obvious pressure group but let your schools know what you want. As they get to know you and respect your work and the sincerity of your efforts, you'll be amazed at the cooperation extended you. Don't ask for the impossible. Statewide, the gifted represent 3 percent of the school population. Administrators have other areas of responsibility and concern, too. Work for the best classroom situations possible. Remember - there is no such thing as a perfect program; to suggest perfection is to stand still and this we must not do. Become knowledgeable about what the schools are doing and what they can do through the use of district, state, and federal funds. Encourage use of these funds in ways that are meaningful to your community.

As groups develop in your state, you will benefit from the formation of a federation to encourage and evaluate programs; to seek and encourage state and federal legislation for gifted children by the cooperative efforts of the parent associations for gifted; to exchange information among these groups; to encourage and assist in the formation of new parent associations for gifted; and to provide information to persons who are not in a local parent association.

Efforts in the area of legislation are important. Become familiar with existing and proposed state and federal legislation. Take advantage of every opportunity to educate your legislators about the need for substantial and meaningful programs for gifted students.

PHASE II

In choosing a name for your association, consider the following:

1. Use of the word "gifted" in your name acts as a screening device and avoids misunderstanding of purpose.
2. The word "parent" in your name will clearly indicate that this is a parent rather than a professional group.
3. "Children" in the association name is limiting and has a tendency to alienate the secondary student.

Keep your bylaws as simple and flexible as possible. Most of the housekeeping and business affairs of your association will be performed at Board meetings. Don't hamstring yourself with too many restrictions and specifics or with the necessity of going to your membership for approval to conduct association business. If these specifics must be written down, put them in Standing Rules or Procedures where they can more easily be changed when the need arises (and it will). You will find that a small core of dedicated hardworking members will be doing most of the work, so make it easy on yourselves. There will be plenty of opportunity for those who really want to participate. Set the required quorum for conducting business at association meetings fairly low.

An Executive Board needs a minimum of three officers - President, Vice

President, and Secretary-Treasurer. Beyond that it is optional. Keep your Board flexible so you can add members without amendment as the association grows and as new areas are developed. A good solution to this is to provide in the bylaws for specific officers plus "officers, chairmen, or directors as needed for the efficient and adequate functioning of the association." The vice president should be left free of too many duties in order to act as the president's right hand. This is the officer who must fulfill the presidency in the event of the resignation or incapacity of the president. The vice president should be fully knowledgeable of all functions of the association.

You will be wise to incorporate in order to limit your personal liability and to provide association property and income tax exemptions. Membership dues and donations will be tax deductible by your members. An attorney member may be willing to donate his services.

An Advisory Board including representatives from education, business and industry, and civic organizations is a valuable asset. Associations benefit from the diversity of this approach. Advisors assist your association in two ways. They can provide contacts, advice, scholarships, tours, etc. As they develop an understanding of the needs of gifted they will be a valuable public relations link with your community at large. Encourage your advisors to attend your meetings. However, they are busy people and their attendance should not be required.

Membership dues should realistically permit the association to function without the necessity for fund raising drives. Your membership will appreciate this. Volunteer time of officers and members can best be spent in work toward stated goals. $10 per year, per family is a realistic amount.

Newsletters are an essential link with your membership. Not everyone will attend your meetings. It should provide them not only with association news but also with news of legislative activity, conferences, meetings, hearings, speeches, educational opportunities, research, articles, and studies pertinent to gifted.

Materials mailed to members should carry first class postage or be mailed sufficiently early to insure delivery on time if lower class postage is used. Consult your postmaster for various types of postal permits and bulk mailing rates. A non-profit organization permit enables you to mail 200 or more identical pieces at a greatly reduced rate when mailed at the same time and sorted by zip code.

You will need to explore insurance coverage, especially if you are involving children in classes or activities. Insurance providing for acts of negligence only is available - no medical payment unless negligence is proved. Property damage and non-ownership auto insurance may be advisable. If you use public school or college facilities, the school or college

district may wish to be named as an additionally named insured to your policy. Consult a knowledgeable insurance association. In addition, consider using Medical Release, Parent Responsibility, and Trip Permit forms for activities involving minors.

Generally association meetings are planned for an adult audience with the subject limited to the area of gifted (testing, school programs, methods of instruction, characteristics of gifted, legislation, etc.). Occasionally programs should be planned for children and provide topics of an educative nature or an opportunity to showcase their enrichment class achievements (art show, drama production, puppet show, dance, music, science or hobby fair). Association meetings provide the best opportunity for interaction. When possible, plan your meetings to allow for an informal setting, question and answer period or group discussion, modest refreshments, and time to linger and chat with others at the conclusion of the meeting. Business conducted at meetings where young people are present should be limited to announcements. Conduct your necessary business at meetings for adults.

PHASE III

Some associations, in seeking alternatives to inadequate school programs, developed association enrichment programs which they considered a Band-Aid approach to the problem and which would serve the children until such time as stimulating programs were offered in the public schools. While these association programs have been beneficial, you should weigh the following factors carefully if you are considering offering an enrichment program:

1. A community-sponsored education program takes the pressure off the schools to meet the special needs of gifted students.

2. In satisfying the temporary needs of the child, the parents tend to relax and no longer feel the pressure to become involved in the association's goals of quality education for gifted in the public schools. They tend to accept this substitute instead of insisting that the student be served in the regular school program.

3. Enrichment becomes such a time and energy consuming activity that an organization may become totally immersed in the business of enrichment, forgetting that enrichment is not the primary purpose of the association.

4. Extra-curricular enrichment programs continue to penalize a young person for being bright. It takes away time needed for other phases of his development - time to just kick pebbles or watch cloud shapes form.

Comprehensive enrichment programs may build your membership quickly, but

parent demand for these programs is insatiable and you may soon find that you have a tiger by the tail. Other associations have been successful by working directly with their school district and by providing informative newsletters, lecture series, parent education, stimulating association meetings, and exciting family outings.

Keeping in mind the above admonitions, there are unique enrichment opportunities which you as an association can provide utilizing special facilities, natural settings, and persons with unusual talents within or near your community. Exercise constant care that these enrichment activities do not become the dominant association effort.

Field trips and cultural outings can be an exciting part of your program. You can provide tours of places not available to an individual (behind-the-scene at the museum, stock market, hospital, courts, library, industry, etc.). Nature outings conducted by a capable leader are very successful (fossil digging, nature walks, tidepools, gem collecting, the zoo).

Special one-day workshops providing in-depth exploration of a subject area .

Special interest clubs in hobby areas . . . chess; model railroading; coin, stamp, or rock collecting.

Career exploration series for secondary students . . .

Enrichment classes offered on a weekly basis presenting an opportunity to explore areas not available through the regular school program . . .

Summer workshops for gifted co-sponsored by, or offered in conjunction with, your local school district, college, or university can offer:

For children: An opportunity to explore, expand, and enrich. Two different approaches to curriculum are:

"Bread and butter" subjects (math, science, humanities) taught in creative and innovative ways. This approach is especially good when teacher training is an important part of the workshop. The teachers can take their experiences and learning back to their regular classroom situation.

Workshops in specific subjects . . . drama, arts, science, math, TV, filmmaking, photography, short story writing, computers, astronomy, marine biology, archaeology, political science, etc.

For parents: A course designed to assist them in understanding and guiding their gifted children.

For teachers: A college credit course designed to train them to understand the needs of and to work creatively with gifted students.

For counselors: A college credit course designed to train them to guide gifted students.

Each of the foregoing enrichment activities needs to be unique and not otherwise available to young people. They should be offered as a "learning for fun" experience only. No tests or grades should be given and no attempt made to evaluate the students' learning or progress. Classes should be kept small to allow for interaction and individual attention. Classes should not be limited to academic subjects; gifted children need to explore other areas, too. Parents must be strongly encouraged to allow the children to select their own activities. Most discipline problems involve children placed in situations chosen by their parents.

PHASE IV

Assimilation of new members is a continuing process. Coffees open to all who are interested, whether new members, old members, or simply interested persons, are invaluable. Here you can give the history, background, and philosophy of your association. The meetings should be informal and questions encouraged. This is sometimes the first opportunity many parents have had to meet with other parents of gifted and talk freely about their children. Much comfort is derived from finding out that you are not alone with your problems and concerns - that other families are experiencing similar situations.

A library of resource materials on gifted: Most public libraries have a limited collection in this field. Consider contributing books and material to your public library or community college library where they will be available to your members, students, teachers, and the general public. Include books, pamphlets, leaflets, etc. There is much material available from your schools, the State Department of Education, the U. S. Office of Education, and the Government Printing Office.

Testing service: You may want to set up a testing service for your members. Such testing should be administered by a licensed or credentialed school psychologist, not a psychometrist. To be most helpful, the service must include a conference with the parents. Some school districts do not accept private testing for official school records or for identification as gifted. You will need to determine this. Testing can provide information and insights that will be helpful to parents in guiding their children, but do not encourage indiscriminate testing. Parents should have a sound reason, other than idle curiosity, for requesting testing.

Scholarship Fund: You may want to set up a Financial Aid Scholarship program for those families who cannot afford to join and/or participate in activities involving fees. Experience has shown that a minimum payment preserves pride and dignity and gives value to the offering. A minimum payment provides a sense of commitment; the dropout rate is very high in totally free programs. Encourage families on scholarship to

pay what they can afford.

Potpourri of questions: You will find a great variety of questions being asked you by persons seeking information or help.

Can you tell me where I can rent a microscope? Buy specimens for dissection? Do you know of any societies or clubs in my child's hobby . . . chess, astronomy, rocks, and gems?

Information can be compiled on where to get hard-to-find items or on hobby clubs or societies. Other areas are more difficult. You will need to determine a policy regarding recommendations or referrals.

Can you recommend sources for . . . tutoring, music lessons, art classes, foreign language instruction?
Can you recommend a nursery school? A private school?
I'm moving to your area; which schools have the best programs for gifted?
I need to talk to someone; can you help me? My child is in an unhappy school situation . . . inadequate program or teacher, teacher/child conflict, child bored, child disruptive, child underachieving. Or, my child is a loner and has no friends and I'm worried. A sympathetic ear is sometimes the best therapy you can offer.

Publicity: You will not always have control over the publicity given your association, but when seeking or approving publicity, be careful not to exploit or expose the children unnecessarily. Try to encourage sympathetic and intelligent reporting - no "egghead" or "oddball" image and no interviewing of young children on controversial subjects.

ORGANIZATIONS FOR GIFTED AND TALENTED

1/20/75

National Association for Gifted Children (NAGC)
8080 Springvalley Drive
Cincinnati, Ohio 45236
Ann F. Isaacs, Executive Director
Publications: Gifted Child Quarterly
Annotated Bibliographies (Annual)
Yearbook (Annual)
Monographs and newsletters

National Association for Creative Children and Adults (NACCA)
8080 Springvalley Drive
Cincinnati, Ohio 45236

Council for Exceptional Children (CEC)

1920 Association Drive
Reston, Virginia 22091
William C. Geer, Executive Secretary
Publications: Exceptional Children (8/year)
Teaching Exceptional Children (Quarterly)
Exceptional Child Education Resources (Quarterly)

American Association for Gifted Children (AAGC)
15 Gramercy Park
New York City, New York 10033
Marjorie S. Craig, Secretary
Publications: None

Foundation for Gifted and Creative Children
395 Diamond Hill Rd.
Warwick, Rhode Island 02886
Mrs. Rose Friedel, Executive Director
Publications: Monthly newsletter

American Young Mensa (Gifted)
c/o Mensa
50 East 42nd Street
New York, New York 10017
Publications: House that Young Mensa Builds (bi-monthly)

The Association for the Gifted (TAG)
c/o Council for Exceptional Children
National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036
Virgil Ward, President
Publications: Quarterly newsletter

Mensa (Gifted)
50 East 42nd Street
New York, New York 10017
Margot Seitelmen, Executive Secretary
Publications: Mensa Journal (monthly)
Mensa Bulletin (10/year)
Mensa Research Journal (Quarterly)
Mensa Membership List (Annual)

National Council for the Gifted (NCG)
Box 222
South Orange, New Jersey 07079
George Douglas Hofe, President
Publications: (Presently Inactive)

Tempo (Gifted)
(Under - American Young Mensa)
c/o Mensa
50 East 42nd Street
New York, New York 10017

Young Mensa International Special Interest Group (YMISIG)
c/o Mensa
50 East 42nd Street
New York, New York 10017
Chantal Chargois, President
Publications: Bimonthly newsletter
Mini-Register (Annual)

SUGGESTED READING LIST FOR PARENT GROUPS - GIFTED CHILDREN

Below are listed some recent books that can be used by parent groups for either small group discussions or independent study by individual group members. These readings answer many questions that are frequently asked by teachers and beginning teachers. In addition, they can serve as excellent source materials for principals, psychologists, and other significant personnel in direct or indirect support of the gifted program.

1. Barbara B. Hauck and Maurice F. Freehill. THE GIFTED CASE STUDIES. Wm. C. Brown Company, Dubuque, Iowa. 1972. pp. 141

   An excellent source for parent group discussions and/or counseling sessions.

2. Paul E. Torrance. ENCOURAGING CREATIVITY IN THE CLASSROOM. Wm. C. Brown Company, Dubuque, Iowa. 1970. pp. 113

   Many practical ideas for application by teachers in school and parents at home in fostering a creative learning situation for children.

3. Paul A. Witty, ed., READING FOR THE GIFTED AND CREATIVE STUDENT. International Reading Association, Newark, Delaware, 1971. pp. 63

   Many position papers on reading process and programs that would be of great value to teachers and parents interested in this aspect of the curriculum.

4. John C. Gowan and Catherine B. Bruch, Series V. Guidance and the Exceptional Student. THE ACADEMICALLY TALENTED STUDENT AND GUIDANCE. Houghton Mifflin Company, Palo Alto, 1971. pp. 107

   Fine reference source with many ideas for counselors, teachers, and parents for activities by these three particular groups.

5. California State Department of Education. PRINCIPLES, OBJECTIVES, AND CURRICULA FOR PROGRAMS IN THE EDUCATION OF MENTALLY GIFTED MINORS. 1971. pp. 125

   This latest document is a must for all teachers, administrators, and parents in that it represents the latest thinking and conceptualization of education for the gifted in California. It will answer many basic questions about gifted children, their characteristics, and curriculum goals and design.

6. U.S. Government Printing Office, Washington D.C. EDUCATION OF THE GIFTED AND TALENTED: A Report to the Congress of the United States by the U.S. Commissioner of Education. Prepared for the Subcommittee on Education of the Committee on Labor and Public Welfare of the U.S. Senate. 1972. pp. 324

   A critical analysis of the problems and needs at the national level in planning educational programs and services for the gifted and talented. This is a must for all parent groups, and will greatly assist in the development of legislation and demand for new legislation in meeting the needs of the gifted and talented.

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8. Dorothy F. Syphers. GIFTED AND TALENTED CHILDREN: PRACTICAL PROGRAMMING FOR TEACHERS AND PRINCIPALS. The Council for Exceptional Children. Artlington, Virginia. 1972. pp. 8

A simple primer for the beginning teacher, administrator, and parents interested in educational programming. Several interesting rating scales at the end of the book for possible use in the school situation.

9. James J. Gallagher. RESEARCH SUMMARY ON GIFTED CHILD EDUCATION. Department on Gifted Child Education, Office of the Superintendent of Public Instruction, Springfield, Illinois. 1966. pp. 162

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The Gifted Child Quarterly
The TAG Newsletter (The Association of the Gifted, CEC)
The CAG Communicator (California Association for the Gifted)

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11. Torrance, Paul E., "Psychology of Gifted Children and Youth," Chapter 11, in William M. Cruickshank (ed) Psychology of Exceptional Children and Youth, 3rd edition, 1971, pp. 528-564. Prentice-Hall, Inc., Englewood Cliffs, New Jersey

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